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ABSTRACT

Research has shown that between 20 to 40% of secondary school students feel they are wasting their time in school. A good proportion drop out; others stay on only because they have no better alternative. To determine whether the Greater Victoria (Canada) School District was meeting the needs of its students, 450 students in grades 7, 10 and 12 were surveyed. About half the students did not feel they had a good relationship with their teachers. Although 33% were satisfied with what they were learning, nearly 40% were getting far less than they wanted and had become progressively less motivated. Half the students reported that their courses were interesting, useful, or enjoyable. Almost all students in the alternative school programs felt that their needs were being met. The findings reveal variations among schools and a pattern of mixed low and high satisfaction with the schools' attempts to meet student needs. The appendices contain the complete questionnaire with results, a brief summary of findings from related studies, and a bibliography. (JAC)

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SCHOOL...
A TAKE IT OR LEAVE IT THING

An Interview Survey of
Grade 7, 10 and 12
Students and Dropouts

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Beatrice Boeppie
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Pam Cox
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Rowena Locklin
Sally Marr
Joanne McLellan
Ted Mitchell
Megan Moore
Sanja Napier
Sherry Parker
Julie Pearce
Yvonne Poulin

Meg Edwards
Alison Holmes
Leslie Demarais

The title for this report is a quote from a Grade 10 student.

I INTRODUCTION

A. Background

On January 9th, 1979, the Trustees of the Greater Victoria School District (#61) set up a Commission On Education under the Chairmanship of Bernard Gillie. It was to undertake:

(1) A comprehensive assessment of the educational needs of the District, and

(2) Define desirable educational goals and objectives for the District, and

(3) Relate these needs and goals to the personnel, curriculum and facilities resources of the District.

To provide a data base for its work, the Commission, in September 1979, arranged for several research studies. This study, an interview survey of students in Grades 7, 10 and 12, was to focus on how well student needs are being met by the schools.

B. Objectives of the Study

The study was developed with the following initial objectives in mind:

1. To provide a description of Victoria's regular and alternative schools as seen by the students, with the focus on:
   - strengths and weaknesses of the instructional programme,
   - student motivation, especially those "turned off",
   - individual differences (students and schools),
   - the hidden curriculum (the school value system as perceived by students
   - student counselling,
   - vocational education.

2. To provide an analysis of the student interview data that is useful in considering improvements for:

   - responding to individual and group differences,
   - curriculum,
   - teaching methods,
   - optional programmes,
   - school organization,
   - vocational offerings.

There were restrictions - time and money - which precluded an in-depth, solid and substantial achievement of all these objectives. Rather, enough data was to be obtained to enable the Commission to feel it was making recommendations on something more than suggestions, impressions and guesses.

C. 'Philosophy' of the Study

It's very easy to generate data and statistics by asking people all sorts of questions and having them fill out questionnaires. It's difficult to obtain reliable and valid data, especially when it concerns students' feelings about their experiences in school. Yet it is important to know - on an overall, detailed, statistical basis - how the students feel about their years spent in classrooms, labs, shops, hallways, playing fields and administrative offices. We knew that students generally feel that "school is school - super, lousy or blah." Most aren't used to examining its different aspects in detail or questioning why it is the way it is. Yet, we felt it was important that a good proportion of those surveyed make the effort to articulate their true feelings about school, to get involved in the interview process, to feel it was worthwhile. With this in mind, the following decisions were made:

- to use a Student Advisory Committee to assist in the design of the study, the wording of questions and the recruitment of interviewers
- to use mostly grade 12 students as the interviewers, and to train them thoroughly
- to use general, open-ended interview questions and responsive follow-up probing (to reduce one's feeling of being a mark)

- to have participation be voluntary, on the basis of background information about the study presented at each school by the study directors.

D. Overview of this Report

The report continues with details of the survey design as it evolved with various inputs: from the Education Commission, the Student Advisory Committee, and findings of previous research (in District #61 and elsewhere). The procedures used for generating the sample of students, conducting the interviews and preparing the data for statistical analysis are described.

The results are presented. These are organized under the following headings:

- what proportion of Victoria's students are being well served by the schools?
- what seems to be involved in student motivation?
- what roles do individual differences play in adjustment to school?
- how do students handle their problems and worries?
- what's the situation with alternative schools and dropouts?

A section labelled "Discussion and Conclusions" follows. There the authors examine implications of the major findings. Finally, there are a set of recommendations.

Two appendices are included. The first contains the complete questionnaire. Under each question is listed the resulting percentages of students who responded within each response category. Separate percentages are listed for 7th, 10th and 12th class levels, the alternative schools, and the dropouts.

The second appendix is a brief summary of results from related research studies. It includes a bibliography.

II STUDY DESIGN

A. Inputs

1. Commission On Education

A major concern of the Commissioners was that a goodly proportion of students were dropping out of school. Others were staying on only because they had no better alternative. Research elsewhere reported that 20 - 40 percent of students are wasting their time in secondary schools. Is this true of Victoria? If so, what are these students like? How do they differ from those getting enough out of their schooling? The Commission listed its objectives for this study as follows:

(1) to ascertain the reaction of students to their experiences in the Greater Victoria School System

(2) to identify the group of students which seem to have gained only mediocre or less value from this experience

(3) to establish how large this group is with respect to the student body

(4) to identify what aspects of the system seem to have been particularly ineffectual from the students' viewpoints

(5) to evaluate the effectiveness of the Counselling Programme in the School System

(6) to suggest changes in the present system which might improve the degree of useful service which the System provides for such students

(7) to prepare an analysis of the results of the study for inclusion in the report to the Commission.

2. Student Advisory Committee

The committee reviewed the objectives of the study and a draft version of the questionnaire. They provided an excellent sounding

board as the questionnaire went through two major revisions. They also helped to insure that we had reasonable procedures for recruiting and interviewing students and provided leads for hiring interviewers.

3. Previous Research

Several recent studies and committee reports from the Greater Victoria School Board had information of relevance to the design of this study. For example, the Adolescent Options Committee Report (Nov. 1978), in focussing on the "under-achievers" recommended a number of changes for the junior high school, the alternative schools/programmes and related district support programmes. A number of other studies have included student opinions. (See bibliography). In 1974, for a study of the district's junior secondary schools a questionnaire was completed by about 14% of the grade 10 students. About 2/3 seemed quite satisfied with their school. The students indicated that major strengths of the schools were the teachers and teacher relations. (C. Hodgkinson, "Cross Perceptions and Cross Purposes".)

The writing of questions for the interview was also guided by the educational book and journal literature. A portion of the vast literature under the following categories was reviewed:

- student attitudes and achievement
- student characteristics (IQ, sex, socio-economic status) and attitudes
- teachers and student attitudes
- influence of class and school size
- drop-outs

Appendix B is a short summary of conclusions from these studies, including the references.

4. Features of the Survey

a. Questionnaire

Twenty-seven questions cover the following general areas

- are my needs being met?
- how much effort do I put into school? Why?
- what are my feelings about my courses, teachers and the school milieu? Why?
- what are my relationships like with teachers and students?
- where do I go for help? Why?

A broad general question would typically be followed up by probes to elicit as much specific and detailed information as the student would express. About one hour was needed to complete the average interview (1½ hours for those in alternative schools).

b. The Student Sample

From the total of 52 schools in District #61, 22 were selected. The geographical area of the district was divided into 5 areas of differing socio-economic characteristics, with a fairly equal number of schools selected from each. All 4 senior and 3 junior/senior secondary schools were included, half of the junior secondary (4) and about a third of the elementary schools (10).

Each school was then asked to supply class lists from the appropriate grade levels: 7, 10 or 12. A random selection was drawn from the lists so that the total sample of 450 students was distributed proportionately from each grade level and from each school.

A separate random sample was drawn in the same way from each of the alternative schools/programmes in the district. An additional

list of 25 drop-outs from district schools was compiled.

Meetings were then set up at each school bringing together the student sample drawn from their class list with one of the study directors and the interviewer assigned to that school. The purpose and procedures of the study were explained to the students. Stress was placed on the complete confidentiality of the information, the usefulness of full and honest responses, and the voluntary nature of their participation. All those who volunteered at the meeting were given a note for their parents describing the study and their right to withdraw their child from participation. At the different schools, the proportion of students from the random list who volunteered varied from about 70 to 100%. While several principals commented that "none of the good ones signed up", others felt that their "poorer" students volunteered less. Additional underrepresentation of the "poorer" students probably came via those absent from school on the day of the sign-up meeting, and those who didn't show up for the scheduled interview and couldn't be rescheduled. The extent of this sampling bias for the "better" student is unknown but should be kept in mind when interpreting the statistical results.

The final sample of completed interviews consists of the following:

grade 7	161
grade 10	133
grade 12	104
alternative schools	61
drop-outs	15
unclassified	7
Total	481

There are about equal numbers of males and females.

c. Processing the Data

. The six hundred or so hours of interviewing produced an enormous amount of information. During an interview the interviewer would try to write down as much as possible of what was said. Many difficult choices had to be made in trying to communicate the essentials, to make sense of the unexpected and to avoid distortions while keeping this report reasonably brief. For summarizing and for statistical treatment, each detailed answer to every question had to be classified. The classification or coding system was derived from student responses to the "practice" interviews and then revised on the basis of feedback from the interviewers "coding" their earliest interviews. Since many things could be said in answer to one question, the classification system permitted up to three separate responses. Whenever this was insufficient, a category of "miscellaneous" was used and the interviewer/coder wrote out the response. A written interview was coded by all interviewers, and checked by the directors to insure consistency in the use of the coding procedures.

d. The Interviewers

The quality of the data is heavily dependent on both the skills of the interviewer and their relationship with the respondent. We tried to improve the relationship by using interviewers just a few years older than the respondents. Most were grade 12 students from Victoria schools. Several were local university students. For their interviewing skills four training sessions were held so that we could work with the 22 interviewers in small groups. Each interviewer attended two sessions and completed several practice interviews between the sessions and before starting the scheduled interviews. These practice interviews were reviewed by the study directors and were used to provide information needed to get the "bugs" out of the questionnaire. The major interviewing skills that were stressed were to maintain neutrality, to keep a "poker face", and to not be satisfied with short, non-communicative answers. These and other techniques are used to reduce the degree to which respondents tell the interviewer what they think she/he wants to hear.

III THE RESULTS

A. How Good is the Data?

People tend to assume data is "good" when it agrees with their own ideas, and question it, searching for methodological flaws, when it doesn't. But in the final analysis, no one can really know what's running through a student's mind when he answers a question like: what do you feel you are getting out of school?

Is the data "good" enough to guide or inform processes of change in the school district? We feel confident it is in the following sense: the nature of the learning process in schools is heavily dependent on the student's perceptions of the institution and its functioning. These perceptions are largely determined by the students everyday feelings while in school. We are confident that what follows is a fairly accurate summary of some critical elements in those everyday feelings.

since feeling is first
who pays any attention
to the syntax of things
will never wholly kiss you

E.E. Cummings, 1973

B. Presenting the Data

In what follows we will be reporting percentages. (Each represents the percentage of the students whose answer fell into a certain category.) In some cases it's a percentage of students with reference to the total sample; in other cases we've divided the total sample into smaller groups:

- grade levels (7, 10 and 12)
- students in alternative school programmes
- males vs females
- drop-outs referring to their previous experiences in the 'regular' Victoria schools

In the majority of cases the percentages under a single question add up to more than 100%. This is a reflection of the extent to which an individual student's answer to a single question fell into more than one category. This should not confuse your interpretation of the data if you keep two things in mind:

- wherever we are comparing percentages, its on a similar basis: the same statistical group
- in all cases it should be read as the percentage of total students, within the group referred to, who have responded with an answer in that category

For much of the data analysis we have divided the total sample into three groups:

Group I - those in grades 7, 10 and 12 of the "regular" schools. (It also includes several unclassified students- New Canadians, etc.

Group A - those currently in alternative schools/programmes talking about their present situation

Group P - school drop-outs and Group A students talking about their former Victoria school experiences.

Two techniques have been used to simplify and/or try to make sense of the wealth of data:

- scales: where a number of questions are probing different aspects of the same area, the relevant answers have been combined - literally added up - to give, for each student, a total score for that area.

- cross-tabulations: despite the jargon, its simply a matter of splitting up the total sample into groups on basis of their answer to a particularly important question: for example, those who worry a lot about school vs those who don't worry at all. We can then examine what is associated with this difference by comparing the two groups in their answers to other questions.

We have constructed the following four scales:

Scale I - Needs Met

This complex scale adds the number of a students positive (good) responses to 19 questions related to how well she/he feels her/his individual needs are being met by: the instructional programme, relationships with school staff and the school as a physical, learning and emotional environment. Scores between 1 - 30 are possible.

Scale II - Relationships with Teachers

Here, a student's negative responses to 12 questions relating to feelings about one's teachers and high levels of classroom anxiety are summed. Scores between 1 and 17 are possible; a high score indicating negative relationships with teachers.

Scale III - Relationships with Other Students

Positive responses on 5 questions related to student relationships were summed. Scores could range from 1 - 7.

Scale IV - Locus of Control

This scale focusses on the degree to which students feel they are in control of their own lives; that their decisions meet their own interests/needs rather than pleasing parents or teachers. Answers from 5 questions covering the basis for decisions about school work and involvement are added to yield possible scores between 1 - 8. A high score indicates a strong feeling of making decisions to further ones own needs.

Four cross-tabulations were run, for each one. Two groups were drawn out of the total sample as follows:

1. Needs met
   Students with a low score (1 to 7) on Scale I: Needs Met versus those with a high score (13 to 20)

2. Worry
   Students who say they have no school worries vs those who say they worry a lot

3. Teachers
   Those who feel their teachers have a positive attitude towards them vs a neutral or negative attitude

4. Listened to
   Here the question is "Do you feel the school considers your ideas and feelings when they decide what they want you to do. Those who responded, "No" or "rarely" were separated from those who said "yes" or "mostly".

For each of these four groupings, comparisons were made of the "opposing" groups' answers to a number of other questions.

C. THE DATA

1. MEETING STUDENT NEEDS

a. What proportion of Victoria's "Regular" Students (Group I, grades 7, 10, 12) are Being Well Served by the Schools?

Do you feel your own needs are being met?

- *50 - 60% are generally satisfied with what they are getting
- *about 18% are not satisfied
- *44% are enjoying the social relationships in school

How do you feel about your subjects?

- *50% feel positive about them
- *26% find them boring or too easy
- *24 - 30% think they are well taught
- *about 7% think they are badly taught

Are you learning as much as you could?

- *40% don't think so
- *19% want more challenge

What will you have at the end?

- *53% feel they will have a good education, enough for college or university entrance
- *33% emphasize the friends and social relationships
- *26% say 'enough to get a job'

How much effort and involvement is there?

- *28% put in just enough to get by
- *38% work hard
- *15% feel no involvement
- *33% feel very involved
- *58% feel satisfied with their efforts/involvement
- *17% are dissatisfied

What proportion of these students would you say are being well served?

For us the picture that emerges, from the preceeding data and from a more detailed look at the complete set of responses to relevant questions, is that roughly half these Grade 7, 10 and 12 students are managing well. Another 15 - 25% of the students are quite unhappy, bored and/or frustrated. The rest fall somewhere in-between. A substantial portion of the students' satisfaction from school is related to good social relationships and meeting new people.

b. What's the difference between the students who feel their own needs are being well met and those who don't? To explore this question we compared the students on Scale I: Needs Met (see page 13 for a description of this scale). From the total sample of students we set up two groups: Low needs met and high needs met. (Students in the middle range of scores were dropped). In the following these groups will be labelled L (low) and H (high).

- *What are you getting out of school?*

  good social relationships L = 25% H = 65%

- *How much effort are you putting in?*

  very little L = 50% H = 13%

- *What influences your amount of effort?*

  work for grades & tests L = 16% H = 33%

- *Are you learning as much as you could?*

  far less L = 58% H = 13%

* *How much of "the real you" is known at school?*

most students know me	*L = 6%*	*H = 35%*
most teachers know me	*L = 36%*	*H = 12%*

* *How do you get along with your teachers?*

badly	*L = 22%*	*H = 1%*
pretty good	*L = 40%*	*H = 81%*

* *In what way are your views considered at school?*

I'm listened to	*L = 16%*	*H = 50%*

The figures just listed are a small sampling of many differences between these two groups. In general the group whose needs are being well met (Group *H*) can be characterized as follows:

- are more involved and satisfied with the social life of the school
- enjoy their courses more and think they are well taught
- want to please their parents more
- learn more from TV
- enjoy team sports more

The group whose needs are not being well met (Group L) have the following characteristics:

- about half feel their subjects are dull, confusing, badly taught and they are learning much less than they want to learn
- more of them are nervous about school
- they are less sure what they want out of school or what they are getting, or what they'll have by the time they graduate

c. We've been looking at the school system as a whole. What happens if we look at the individual grades or the variations amongst the schools? Are there big differences in the degree to which the various schools are serving the needs of their students?

What's the difference between the elementary, junior secondary and senior secondary schools?

On Scale I: Needs Met, the elementary are "best" (Mean or average: 10.2) followed by the combined jr/sr secondary's (Mean:9.9) and then the sr. secondary (Mean: 9.6); lastly, the jr. secondary (Mean:7.67).

Is there much variation amongst the different elementary schools? Or the secondary ones?

The range of means on Scale I is

elementary:	6.6 - 14.3
jr. secondary:	5.9 - 9.4
jr/sr secondary:	9.5 - 10.4
sr secondary:	6.8 - 11.9

Although it seems like some schools are doing much better than others, especially at the elementary and sr. secondary levels, it's not that simple. As soon as one compares the high and low score schools on the other scales and on other questions related to meeting student needs, the picture becomes quite complex.

2. Student Motivation

What factors in the schools seem to effect the levels of student motivation: their subjects, teachers, other students, the building, the general atmosphere? How do the students feel about these things?

a. Subjects and Motivation

There were a series of questions about their subjects: how they felt about the things they were to learn in Science, English, Socials, Maths, Physical Education and the Arts.

*about half the students feel these subjects are interesting, useful, challenging, enjoyable

*11 - 21% feel they are okay, average, so-so, depending on the subject

*between 26 - 30% feel the subjects are well taught, while 6.9% feel they are badly taught

*about ¼ feel the subjects are boring, irrelevant, too easy

*the subject area which does best in most categories is the arts

*55% of our sample had nothing to say about vocational courses but, of those that did, 53% felt you learn useful things and 40% felt it will help in getting a job

*the physical education programme was liked for its competitive aspects by 12%, while disliked for the same reason by 5%. 50% thought it was healthy and enjoyable but 18% felt it shouldn't be compulsory.

The overall impression of the instructional programme is that, while a few students specifically mention that its too hard or too easy, about half are well satisfied, about a fifth think its so-so and a quarter are rather unhappy.

b. Grades and Motivation:

Is the instructional programme reacted to similarly at the different grade levels?

*the 7th graders are the most positive about their courses

*the 10th graders are somewhat less positive about English and Maths and much less about Science and Socials

*the 12th graders have least enthusiasm for English and Maths. More of them label these subjects dull, and badly taught

*the widest disparity is for the arts where under the category "really enjoy" are:

- Grade 7 62%
- Grade 10 33%
- Grade 12 26%

c. Teachers and Motivation

What influence do teachers have on student motivation?

*11% say they work for teachers they like, and 20% work for the courses they like; 28% work for a grade or only work when there is a test

* in trying to explain why they worked more (or less) in earlier grades, most of the reasons are that more (or less) was demanded before by the teachers

*deciding about homework and cutting class seems to be little influenced by the teachers: 15% and 9% respectively

*55% feel their teachers would describe them favourably; 34% neutral; 8% negative

*66% feel pretty good about how they get along with their teachers; 31% think their relationship is okay, so-so, and for 2% it's bad

*73% say the teacher does have an influence on how much they put into a course; this influence is mostly from the teacher's high standards (51%) and from enthusiastic teachers, and fun classes (24%)

d. Friends and Motivation

Remembering that for half the students, their major "reward" is the social relationships at school, how much do friends influence the students' motivation towards school?

*6% say their friends influence the amount they put into school

*for 4% their friends influence their cutting classes; 2% - doing or not doing homework

*5% say they do their homework with their friends

*44% feel they get along very well with other students; 52% say average; 3% - badly

e. The School Influence

Does the school itself shape the pattern of social relationships, of friendships?

*when asked if they were part of any particular group at school, 74% responded negatively

*when asked what they do together, 53% just hang-out and play together; 46% mention recreation, sports and games

*35% of the grade 12s mention parties and dancing; this drops to 18% for the grade 10s and 2% for the 7s.

Are there other changes moving up from elementary to senior secondary schools?

*the size of their group of friends increases; 12% of the elementary, 29% of the jr/secondary and 35% of the sr. secondary are in groups larger than 10

*the amount of time they spend together with friends doesn't change much

*in all three levels about half don't want any changes in student social relationships. For those that are interested in a change, the category "encourage more mixing in classes" is the most frequently chosen, especially at the sr. secondary level (18%)

The overall picture that emerges is that both who one's friends are and what one does with friends are little influenced by roles derived from the school. For example, about 3% identify themselves as being in an academically superior group, 14% as one of the "jocks" 7% as being in a school club or band group.

f. School as an Environment

Is this same lack of influence seen when we examine the school as an environment - the buildings and grounds, the class and school size, the rules, the noise or crowds? Do these things influence the students and their level of motivation?

*48% say that school size doesn't matter; 25% say the same for class size

*28% feel that within a small class you have better relationships with teachers and students

*42% mention that in a small class you can get more help

*6% mention the greater choice of subjects and classes in a large school

*while 42% say that the school building doesn't matter, 36% mention the generally good conditions and 8% describe the building as old and dirty

*concerning school rules, 51% feel they are unaffected by them, while 31% feel they are treated like babies with rules that are silly and stupid

Are there some differences worth noting at the different grade levels in the factors described above?

*more senior secondary students comment on size. Their concern is with getting more help in small classes and the difficulty of getting to know everyone in the large school

*more jr. secondary students like large classes as you don't have to talk: 24% (8% - elementary; 14% - sr. secondary)

*more grade 7 students mention that the school rules are silly and stupid: 28% (20% - jr. secondary; 12% - sr. secondary)

In summary, there is no clear indication of student motivation being strongly influenced by the school as an environment for learning. The issue is of little concern for about half the students; the other half have almost as many positive as negative things to say about it.

3. INDIVIDUAL DIFFERENCES

The sample is not just grade 7, 10 and 12 students, drop-outs and alternative school students. It is 481 individuals, each reacting differently to school. They are studious or carefree, male or female, passive or active, etc. etc. To what extent can we learn more about the students by focussing on some of these individual differences? Are there some patterns of response to the questions which distinguish one "type" of students from another?

a. Males vs Females

- *24% of the females and 36% of the males say they are just putting enough effort into their subjects to get by, to pass
- *54% of the females and 39% of the males are nervous about the teacher calling on them in class; 37% of the females and 27% of the males are nervous about tests
- *the females feel they get along better with their teachers: 71%, compared to the males 58%, are in the "pretty good" category
- *on everything else the percentages are very close

b. Anxiety

What's it like to be a worrier at school? A few differences emerge from comparing those who say they have no worries with those who worry a lot (See page 12 for a description of the cross-tabulation methodology).

- *of those who like large classes because they don't have to talk, 61% are from the worry a lot group, 39% from the group with no worries
- *of those who are nervous about the teacher calling on them, 67% are from the worry group, 33% from no worries
- *of those who say its hard to concentrate because of the crowding and noise, 72% are from the worry group, 28% from the no worries

*on Scale II: Relationships with Teachers:

no worries: average score of 2.65
worry a lot: " " " 5.24

The standard deviations are 2.33 and 3.13 respectively**

note: the higher the score, the more negative is the relationship with teachers

*on Scales I, III and IV the differences are slight

c. Teachers View of Me

Here the comparison is based on answers to the question: "how do you think your teachers would describe you?" The categories "negative" and "neutral" are compared to those who feel their teachers have a "positive" view of them.

*there are significant differences on Scale I: Needs Met:

positive group: average of scores is 11.68
neg./neutral group: " " " " 8.45
(the standard deviations are 4.58 & 3.61 respectively)

Thus, if you feel your teachers have a negative view of you, you are more likely to feel that the school is not meeting your own needs.

*On the question: How do you feel in the morning setting out for school? the percentages are as follows:

- of those who say they feel good, they like school
  78% are from the positive group
  22% " " " negative/neutral group

- of those who feel bad, who don't like school
  21% are from the positive group
  79% " " " negative/neutral group

It obviously makes a big difference in students' feelings about school if they are one of the 40% who don't feel their teachers have a positive view of them.

** The standard deviation (S.D.) is a statistical mea sure of the spread of scores above and below the mean or average score: 68% of the scores fall within a standard deviation.

*of those who feel they are not getting enough out of school, 70% are from the negative/neutral group, 30% from the positive group

*of those who feel frustrated and bored by what they are learning, 61% are from the negative/neutral group, 39% from the positive group

*those from the negative/neutral group, in comparison with the positive group, are more likely to like large classes where you don't have to talk (60% to 40%) and less likely to like small schools because of small classes where you get to know everyone (60% to 40%)

d. Am I Considered

From the total sample, 265 students felt that the school "did not or rarely" considered their own ideas and feelings in deciding what they should do; 165 students responded in the "yes, mostly" category. Let's look at what distinguishes the students who feel the school is an impersonal institution from those who don't.

(The groups will be labelled "impersonal" and "personal")

*The two groups have different average or mean scores on two of the scales. (The standard deviations, S.D. are also listed)

Scale I Needs Met:

impersonal: 8.54 (SD 3.60); personal: 12.91 (SD 4.65)

Scale II Relations with Teachers (higher score, more negative)

impersonal: 4.56 (SD 3.14); personal: 1.86 (SD 1.52)

*of those who feel they are learning far less than they could learn, 77% are in the "impersonal" group, 23% in the "personal" group

*of those who worry a lot, 73% are from the "impersonal" group, 27% from the "personal"

*71% of the "impersonal" group also wishes it was easier to get information, help and advice, compared to 29% for the "personal" group

*of those who wish relationships amongst students were different, 74% are from the "impersonal" group, 26% the "personal"

*reactions of the two groups to the schools' rules differ:

31% of the "impersonal" group feel the rules are stupid or over-control; 6% of the "personal"

It's difficult to summarize this section on individual differences. We hope the data cited does illustrate the depth and variety of effects of being a student with a high level of anxiety, or feeling disliked by one's teachers, or feeling that the school is an impersonal institution. Since, each of these categories involves between 40 - 60% of the students, the issues are central.

4 HANDLING PROBLEMS

Up to now, the focus has been on the students <u>feelings</u> about their school experiences. A different way to illuminate their school experience is to find out how they handle school related problems. To what extent is the school staff a source of help. The question we asked was: "Who would you talk with if you were having a problem with – your friends, your timetable, a teacher, another student, home, making personal or career decisions, school, assignments?"

*parents are most often consulted when there is a problem with a friend (28%), school (37%), teacher (29%), and making personal decisions (34%) and career decisions (39%)

*teachers are rarely consulted except for problems with another student (19%), school (17%), or assignments (61%)

*administrators are consulted by 6% of the students for problems with a teacher

*friends are talked with when the problem is another friend (29%) or student (21%), home (32%), or personal decision (21%)

*often, the student seeks no outside help as the following percentages indicate: problem with friend (19%), teacher (13%), student (31%), home (23%), personal decisions (32%), and career decisions (21%)

On what occasions do students talk with the school counsellor? We get more meaningful information when considering the grades 10 and 12 students only. (Grade 7 students rarely mentioned the school counsellor)

*timetable problems:	12th grade - 82%,	10th - 71%
*teacher problems:	" 45%	" 42%
*career decisions:	" 28%	" 24%
*school problems:	" 32%	" 27%

The general pattern is that the school staff (teachers and counsellors) are consulted for the school related problems while parents and friends are used for more personal situations. And for almost all these problems, between 17 - 38% of our sample don't discuss them with anyone. They try to solve them by themselves.

5. SCHOOL DROP-OUTS

What have been the school experiences of those students who leave? Do those who have gone to alternative programmes and schools feel they are better off?

Sixty-one students from the District's eight alternative programmes/schools were interviewed. They essentially went through the interview questions twice: first, referring to their past experiences in the regular school programme, and second, with reference to their present situation. In addition, 15 recent drop-outs from the District's schools, not presently enrolled in any school, were interviewed about their past Victoria school experiences. Thus, there are a total of 76 students reflections on past experiences, the "P" group; and 61 reacting to their

alternative programme the "A" group.

The intention for this part of the study was to broaden our view of student experiences in the regular schools rather than to evaluate each of the alternative programmes/schools.

a. Needs Met

In what ways weren't these students' individual needs being met by their previous schools?

*on Scale I, Needs Met the average score of Group P compared to Group I (the "regular" students) was as follows:

Group P:	6.95	(S.D. 3.48)
Group I:Total:	9.82	(S.D. 3.63)

*68% of Group P felt they were getting very little from their school (Group I: 18%)

*45% felt frustrated, or rejected (Group I: 3%)

*18% mentioned good social relationships (Group I: 44%)

*the predominate Group P reaction to their subjects fell in the category: dull, boring, waste of time, irrelevant. Percentages averaged 38% for the 4 major subjects (Group I: 18%). Math favoured best: 24% felt it was dull, etc. while 39% thought it was "interesting, useful, challenging and/or enjoyable."

*75% felt they were learning far less than they could or wanted to (Group I: 32%)

b. Motivation

How different from the regular students was the Group P level of motivation?

*78% say they put just enough effort into it to get by, to pass (Group I: 28%)

*83% said they work for an enthusiastic teacher or when the class is fun (Group I: 32%)

*68% had no feeling of involvement or committment (Group I: 15%)

*cutting classes or doing homework was more often based on one's immediate feelings: 43% cutting classes; 66% deciding on homework (Group I: 26% for both)

*on Scale IV Locus of Control, the P group average score was 4.16 (S.D. 1.63) while the Group I average was 3.10 (S.D. 1.48). This means the "P's" felt more in control of their own life; their decisions were based on their own interests.

c. Reactions to Teachers

Did the drop-outs feel differently about their teachers?

*on Scale II, Relations with Teachers (higher score, more negative)

P group: 7.71 (S.D. 3.35)

Group I:
Total: 2.90 (S.D. 1.76)

Jr. Secondary: 2.73 (S.D. 1.59)

*in comparison to Group I about 3 times as many felt their courses were badly taught. 28% were angry about the bad teaching.

*teacher's expectations were more of a factor in their involvement in school: 38% compared to 20% of Group I; 33% said they work for teachers they like (Group I: 11%)

*39% based their decisions to cut classes on their attitude towards the teacher (Group I: 9%)

- many more worried about teachers picking on them: (25% compared to 6%) or are nervous about the teachers calling on them, or the teacher's attitude (72% compared to 46%)

- 50% felt that none of the teachers really knew them (Group I: 21%)

- 39% felt the teachers don't like or understand kids (Group I: 7%)

- 43% felt that some teachers expect too much

d. Relations with other Students

To what extent do students drop-out because they are not getting along with other students?

- on Scale III Relations with Students, the average scores are close:

P group:	2.08	(S.D. 1.26)
Group I (Total)	2.66	(S.D. 1.36)
Jr. Secondary:	2.16	(S.D. 1.29)

- 11% attributed their school worries to problems with social relationships, friends (Group I: 5%)

- 24% felt that none of the other students really knew them (Group I: 13%)

- while 25% felt they got along very well with the other students (Group I:44%), 20% felt they got along badly (Group I: 3%); 24% explained this by saying they avoided groups other than their own since the groups were too "cliquey"

e. Why Drop-out

The reasons given by these drop-outs are as follows:

- *poor behavior, suspended*	0%
- *didn't fit in with peers*	3%
- *school rules*	4%
- *poor grades*	8%
- *wanted a job*	20%
- *hated school*	30%
- *bored*	32%
- *just couldn't function in school*	59%

The pattern that emerges from the Group P data is of students who like to be in control of their lives, who feel the school is not meeting their needs, who feel quite alienated from their teachers and aren't finding that student relationships are enough to compensate for these negative aspects. This is obviously a simplification of many complexities. The most crucial aspect for at least half the drop-outs is their troubled relationships with teachers and the way this was reflected in their feeling of getting little out of the classes. One additional note: when asked if they learn things on their own, 43% said that they read a lot, learn from books (Group I: 26%)

6. Alternative Schools and Programmes

How do the students currently enrolled in the District's alternative schools/programmes (the "A" group) feel about what they are experiencing?

a. Needs Met

*on Scale I, Needs Met, the average scores are:

Group A:	15.90	(S.D. 4.96)
Group I:	9.82	(S.D. 3.63)

*88% feel they are learning what they need

*for their 4 main subjects, the percentages range between 3 and 8 for the category "dull, boring, waste of time"

*59% say they are learning as much as they can; 29% say almost as much; 5% say far less

*89% feel the school considers them in its decisions (Group I: 28%); 95% say this is because they are listened to, work together (Group I: 28%)

b. Motivation

*62% say they are working hard; 23% work enough to get B's and C's; 8% work very little

*56% feel highly involved, strongly committed

*64% never cut their classes

c. Individual Differences

Are there differences in the experiences of the female and male students at the alternative schools/programmes?

*for 84% of the females and 70% of the males there is good agreement between what they want out of school and what they are getting

*66% of the females and 48% of the males feel they are learning as much as they could

*55% of the females and 74% of the males say they are working hard on their courses; 71% of the females and 91% of the males feel personally satisfied with the amount of effort they put into their courses

*on the other questions, the percentages are fairly close for the two groups

Little can be concluded from the few areas in which there are differences between the male and female students. There is no consistent pattern.

d. Relations with Teachers

In considering their regular school experiences, th se students were negative about their teachers. How do they now feel about their alternative school teachers?

*on Scale II, Relations with Teachers, the average scores are:

Group A:	1.10	(S.D. 1.68)
Group I:	2.90	(S.D. 1.76)

(higher scores are more negative)

*31% work for teachers they like (Group I: 11%)

*8% are nervous about the teacher calling on them (Group I: 46%)

*62% feel that most of their teachers know them as they really are (Group I: 21%) - 61% say this results from the teachers asking their opinions (Group I: 12%)

*82% feel the teachers treat them like adults (Group I: 6%)

*88% work in class when its fun and the teacher is enthusiastic

*when compared with Group I, teachers of Group A are more often used for help with all kinds of problems (the percentages are from 11 - 39 points higher, with the averages being Group A: 38%: Group I: 18%)

e. Relations with Students

*on Scale III, Relations with Students, the average scores are:

Group A:	3.39	(S.D. 1.13)
Group I:	2.66	(S.D. 1.36)

*82% say they get on very well with the other students; 3% say badly

*85% feel there is no need to change relationships amongst the students

In summarizing the data from the alternative schools/programmes, the main feature is of widespread student satisfaction. What isn't conveyed in the listing of percentages is the enthusiasm and sense of belonging that is apparent in most of the interview data.

D. CONCLUSIONS

In a sense, the survey results speak for themselves. From the complete data in Appendix A or the selection highlighted in the previous pages you can easily draw a multitude of conclusions. So much of what you draw out of all these statistics is dependent upon your expectations for schools and learning. If you think learning should be an exciting adventure and that students should feel that they are known as they really are, you will probably feel this report exposes major weaknesses in the District's schools. If, however, you want schools to do a workmanlike job of presenting the content of the required curriculum while keeping a majority of the students happy, you will probably feel satisfied. Is the class half full or half empty?

Rather than taking a position on either side, our feeling is that reasonable efforts are continually needed to keep moving towards high goals. Our perspective on the data, therefore, is to ask:

> Have the students provided some indications of useful "entry points" for effective change processes?

In what follows we will identify what we feel are these entry points.

1. Student-teacher relationships

These do not seem to be going well for about half of the students. Although the elementary and sr. secondary levels come out better than the jr. secondary, there is cause for concern throughout. The students point out that a teacher who sees 150 students every week in groups for several hours each can't be expected to have more than a superficial and distorted view of them. The nature of the relationship is as important as the contact time. Students are worried about tests and marks and being called on in class. They feel the

teacher's view of them is largely based on their grades and doing what they are told to do. Only 12% say the "teacher knows me from asking my opinion." The drop-outs attribute their leaving mostly to the lack of any meaningful contact with teachers. Once in an alternative programme, they are happiest over the closeness of student-teacher relations.

2. Motivation for Learning

The entry-point here is found in the answers to the question: Are you learning as much as you could be learning?

Thirty-three percent say "yes". For 39%, what they're getting is far less than they want. We feel this is important as one symptom of what is wrong with student-teacher relationships. To the teacher who says, "I'm paid to teach my subject not be buddy-buddy with the students", the data indicate the dilemma. Where teachers function in this narrow way, students have a low-level of motivation for the learning process. The proportion of students who say they work hard drops from 52% in the grade 7 group to 26% and 27% in the grade 10 and 12 groups. There is a lot of working for grades and tests and little expression of excitement and high involvement. Where the teacher has high standards and/or demands that work be done, it gets done. In the jargon of psychology, the motivation is more extrinsic than intrinsic.

3. The Subjects

Half of the students say their major courses are interesting, useful, challenging, or enjoyable. About 25% feel they are well taught; about 7%, badly taught. What the statistics don't reflect from the interviews is the unexamined, unquestioned acceptance of the content of their learning. The feeling one gets is something like" "School is where my parents learned Math, English, History and Science and, I suppose, that's where

I'll learn them (or try)". A majority of the students, when asked how they felt about the things they were expected to learn in each subject, had almost nothing to say. Many didn't really understand the question. The interviewers often had to work hard to restate and clarify the question.

4. Student Relationships

Our point of entry for this aspect of the school is the question on what would you do to improve student relationships. The most frequently made suggestion was to encourage greater mixing in class. Since the social relationships at school are an important part of what many of them want and feel they are getting, their suggestion points up the sharp separation that exists in and out of the classroom. We see this in relation to the low level of motivation for learning and poor student-teacher relationships. Although only 3% of the total sample felt that they got along "badly" with other students (52% - "average"; 44% -"very well"), about half wished that student relationships were different. There does not seem to be a pattern of cliques, each with its own identifying features. Friendship groupings rarely seem based on academic achievement, or deliberate underachievement. Mostly, they seem quite independent of the school and its programmed activities (curricular or extra-curricular). We take this as a further indication of the separation between learning and life, between knowledge and adolescent development.

5. School Counsellors

The students major identification of counsellors is with the timetable. About a third of the secondary students will also talk with the counsellor about general school problems and career decisions; about 44% will use them when its a problem

with a teacher. They are consulted because it's their job and/or they have the information. It's quite rare for students to mention that their counsellor is a special person to them. Only 8% of the grade 12, 13% of the grade 10 and 2% of the grade 7 students talk with a counsellor when they are having a problem at home.

Despite these figures, 19% of the students suggest that there is a need for more counsellors. A slightly higher percentage emphasize the need for improvements in the teacher's role as a helper (more readily available, more interested, and taking the initiative in talking with troubled students). There is little interest in improvements to guidance classes.

The Grade 7 students are mostly unaware of the existance of counsellors. Only 1 - 2% discuss any of their problems with the counsellors; 18% mentioned the need for more counsellors.

6. Variation Among Schools

In comparing one school to another, the differences are quite striking. However, there are not many instances where one school is doing well or badly in most of the aspects covered by the survey. The more frequent pattern is a complex mixture of "highs" and "lows". What the survey does illustrate is that it should be useful to have a better understanding of these complex differences.

7. Alternative Schools and Programs

The pattern is quite clear and consistent. Almost all of the students in all the alternative schools/programmes feel their needs are being met. They are highly motivated for learning and highly appreciative of the student-teacher relationships. They generally feel that both students and teachers know them as they really are, and like the feeling of being listened to and working together.

8. A Final Note

The title selected* for this report - "School...A Take It or Leave it Thing" - was intended to summarize it all. There was an atmosphere of scarce feelings that floated out of the interviews. It's troubling to think about the financial and human resources poured into education, and how meagerly they touch many students' feelings.

*from a Grade 10 student's interview.

RECOMMENDATIONS

The philosophy behind these recommendations is that the District would be poorly served by suggestions that are impossible to implement. School systems throughout the world excellently illustrate the dictum: the more things change the less they change.

What we feel is needed is to key into these aspects of the system to which school managers have direct access. Although the survey results point to deficiencies in the psychological environment of the schools, this is not an area which school board staff can easily influence. Besides, there have been ample illustrations of the degree to which the psychological environment of an institution is a derivative of the ecological environment, or its social structure.

An example will illustrate our position. Much local effort has gone into improvements to both pre-service and in-service teacher training. Teachers have attended workshops on class management, effective use of audio-visual technology, successful new teaching methods and new curriculum packages. Meanwhile, the University Faculty of Education is doing more to select its students, improve its curriculum and expand the practice teaching experience. While these kinds of changes are beneficial, our feeling is that they will always be insufficient to truly change the core of the difficulty described in this survey, the basic nature of student-teacher relationships. These are molded by the operational structure of the school - its decision making processes and its weekly timetable.

These operational structures are accessible to school managers. They are a dominant feature in setting the psychological climate of the school. The present structure of the secondary schools has put teachers into a "Catch 22" situation. They have everything working against them if they try to really know their students, to build a cooperative learning environment. Alternatively, if they try to do well in teaching the curriculum, they lose half of the students. It is in response to this situation that we offer the following recommendations.

1. Interpersonal Relations

That students and teachers jointly initiate a process for reviewing the climate of interpersonal relations that exists in the school. Perhaps the relevant data from this report could serve as an initial discussion document - especially the question, "Do you think the people at your school know you as you really are - your ideas and feelings, what you like and dislike?" It may be useful for students and staff to ask themselves: What would we have to do to be sure that at least 85% of us would answer "yes" to that question?

> *"I wonder if the social experience of classrooms doesn't last longer, fade away less quickly [than the things measured by achievement tests]...I wonder if, in terms of some fundamental aspects of education, there isn't something about the social experience of anonymity in public schools that alienates children for years after they have graduated and which also alienates public school teachers who are exhausted and find their careers in some cases very unfruitful."*
>
> Vandra Masemann in Ryan, Doris W. & Greenfield, T. Bars (edg) "Clarifying the Class Size Question" Ministry of Education, Ontario, 1976

2. The Curriculum

That teachers and students jointly initiate a process for reviewing the basic assumptions on which the present curriculum is built. This recommendation is based on personal knowledge of the potential outcomes from such a process. Some specific questions that could guide the review are:

- What does it mean to say, "I know"?
- Why do we learn so much and remember so little?
- Should we equate knowledge with knowledge of the disciplines (chemistry, history, language arts, etc.)?
- What's involved in being able to effectively apply knowledge in the real world?

"As a grade 10 student about to leave Junior Secondary, I must say that I really am not satisfied with this school system as it now stands. It seems to me that there is too much emphasis on the wrong sort of things: whether one was at one's locker between periods, or if one left the changing rooms at the end of P.E. a moment or two before the bell, and not on the intellectual, moral, and physical growth and development of the student. I am not blaming the teachers for this, of course, for they have neither the time nor the capacity to meet the needs of every student, and I will admit there would be utter chaos in our corridors if students milled freely around in them during classes. But an effort MUST be made, and made soon, TO MAKE THE SECONDARY SCHOOLS SMALLER. I fear what may happen in ten or so years when we students who were shuffled through three years of bureaucratic nonsense descend upon the world. My school is chronically overcrowded; it is also one of Victoria's most notorious low-morale institutions. An effort was made last winter by the student council to salvage what little school spirit remained after a disasterous school dance - I think it failed. Most kids don't even care now. Though we have a modern building and some of the finest teachers I have encountered in all of my sixteen years, the very size of our school prevents the companionship, the feeling of closeness, and the feelings of being important and NEEDED we all desperately need to become good and wise citizens. I hope something can be done soon, and I hope this helps."

Grade 10 Student

Dr Christopher Hedgkinson

"Crosspurposes and Crossperceptions
Report on Junior SEcondary Schools"

3. Alternative Schools/Programme

As these are effectively meeting real District needs, have long waiting lists, seem to lack long-term committments and budgetary support, we recommend:

- that a long-term plan for stability and expansion of the District's alternative programmes/schools be developed.

- that a critical level of independence from the District central staff be maintained for the alternative schools.

"Here (a District alternative school) I have an opportunity to explore what I want, a chance to clarify what it is I actually believe in. I have access to resource people. I think that education is a process...is a questionning. The structure of the regular classroom teaches the student not to question anything but his self worth. It generally creates uptight individuals who know only how to follow orders; it takes away their creativity."

Grade 11/12 Student

4. Counselling

We doubt that counsellors labelled by students as part of the administration of the school will be able to expand their role much beyond timetable issues and information related to career choice. On this basis we recommend:

- that the District's counselling staff be encouraged to explore possibilities for separating themselves from the administrative chain of command within individual schools and in reporting directly to the Superintendent of Schools

- that the recently initiated programme of peer counselling be encouraged, evaluated, and strengthened.

- that the lack of counsellor "visibility" in the elementary schools be examined for its implications in the light of this survey's findings on school related stress.

"The power structure in the schools inhibits kids in communicating effectively with those who have helping resources."

Grade 12 Student

"I was very tense in class...headaches...there was generally a high level of anxiety, particularly from the yelling matches between teachers and kids."

Grade 10 Student

"I'm always tense...afraid I'll not get my work done."

Grade 10 Student

"I keep my thoughts to myself because they (the teachers) think differently than I do."

Grade 10 Student

"I get along really good with my friends, but I feel odd when lots of kids are around that aren't my friends."

Grade 10 Student

5. A Concluding Note

We feel that if these recommendations are pursued (especially with regard to #1 and 2) the end result for the District's secondary schools is likely to be an operational structure of "schools within a school": semi-autonomously functioning learning groups of 6 teachers (socials, math, L.A., sciences, arts, P.E.) and about 200 students jointly developing/learning an integrated studies type of curriculum with an emphasis on how knowledge is used to solve problems (one's own and one's society's).

We also feel another end result from students, teachers and staff examining inter-personal relations and the curriculum is likely to be a reduction of the number of teachers for the Grade 8 student, thereby easing the transition from Grade 7.

However, whether the predictions about end results are accurate or not, is less important than initiating a cooperative change process, bringing together all those to be affected by changes and utilizing the various survey results and Commission On Education documents as background material.

APPENDIX A

STUDENT SURVEY

PERCENTAGE OF CASES FOR EACH RESPONSE CATEGORY

1. *What do you want out of school? OR What would you like to get from school?*

Percentage by Group							Response Categories for Question 1 (WANT)
Gr7	10	12	Ttl	Alt	D-O		
0	1	2	1	0	0	0	N.A. DK
1	10	14	7	16	21	1	Diploma
4	12	3	6	13	22	2	Get it over with
57	60	5c	55	70	54	3	Learn the basics
43	31	31	35	25	24	4	Social life, friends
15	21	13	16	23	12	5	Learn things that interest me
9	26	24	20	14	9	6	Learn what I need to get into university, college, BCIT, etc.
30	36	35	34	47	26	7	Be able to get job afterwards
3	6	9	5	3	0	8	Good grades
24	8	12	17	3	5	9	Misc. (list)

2. *What are you getting out of school?*
   - Thinking about all the school things that you experience - what are you getting from it?

Percentage by Group							Response Categories from Question 2 (YOUGET)
Gr7	10	12	Ttl	Alt	D-O		
1	1	1	1	0	0	0	NA. DK
9	25	25	18	2	68	1	Very little, not enough
81	61	57	68	58	18	2	Learning what I need, able to select courses
2	9	12	7	0	9	3	Learning what I don't need
44	3[illegible]	55	44	56	18	4	Good social relationships, meeting
5	12	8	8	23	0	5	Opportunity to mature, grow up
1	5	5	3	2	45	6	Aggravation, frustration, rejection
4	2	2	4	0	3	7	Bored, no challenge
2	4	2	2	2	5	8	Too much mickey mouse stuff, stupid assignments useless work
7	9	8	8	2	5	9	Misc. (list)

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Percentage by Group						Response Categories from Ques. 162	
Gr7	10	12	Ttl	Alt	D-O		
4	5	0	4	0	4	0	NA
9	22	28	18	5	70	1	Disagreement
27	40	33	33	16	10	2	So-so
60	32	38	45	79	16	3	Agreement

3. *What do you think about the things you are <u>supposed</u> to be learning in for example:*

A. *Science*

Percentage by Group						Response Categories from Question 3A (LEARNSCIENCE)	
Gr7	10	12	Ttl	Alt	D-O		
2	7	15	7	36	0	0	DK. NA.
57	35	42	46	67	21	1	Interesting, useful, challenging, enjoyable
23	27	19	22	8	49	2	Dull, boring, wate of time, irrelevant
5	2	2	3	0	4	3	Too easy, mickey mouse
5	8	12	9	2	17	4	Too hard, too much homework
22	26	30	26	54	16	5	Well taught, well organized
4	11	8	6	2	18	6	Badly taught, confusing
13	23	8	16	18	16	7	It's okay, average, so-so
13	4	7	8	2	6	8	Don't like because no good at it
8	6	8	8	3	2	9	Misc. (list)

B. *English*

Percentage by Group						Response Categories for Ques. 3B (LEARNENGLISH)	
Gr7	10	12	Ttl	Alt	D-O		
1	5	8	4	0	0	0	DK. NA.
54	50	37	47	82	30	1	Interesting, useful, challenging, enjoyable
16	15	24	19	5	36	2	Dull, boring, wate of time, irrelevant
7	4	12	3	2	1	3	Too easy, mickey mouse
4	6	6	5	2	16	4	Too hard, too much homework
14	38	31	23	72	22	5	Well taught, well organized
2	9	13	6	0	18	6	Badly taught, confusing
23	22	16	21	10	24	7	It's okay, average
10	1	4	6	8	5	8	Don't like because no good at it
1	2	3	8	3	3	9	Misc.

3. cont.

C. Social

Percentage by Group						Response Categories for Ques. 3C (LEARNSOCIALS)	
Gr7	10	12	Ttl	Alt	D-O		
1	9	15	7	18	0	0	DK. NA
62	42	50	54	48	28	1	Interesting, useful, challenging, enjoyable
19	21	15	18	6	43	2	Dull, boring, waste of time, irrelevant
1	1	3	2	3	1	3	Too easy, mickey mouse
4	4	7	5	2	3	4	Too hard, too much homework
26	25	44	29	44	21	5	Well taught, well organized
14	22	5	7	0	17	6	Badly taught, confusing
14	22	5	15	8	17	7	It's okay, average, so-so
5	3	1	4	0	4	8	Don't like because no good at it
5	6	11	7	3	3	9	Misc. (list)

D. Maths

Percentage by Group						Response Categories for Ques. 3D (LEARNMATHS)	
Gr7	10	12	Ttl	Alt	D-O		
0	7	10	5	0	0	0	DK. NA
63	48	41	51	70	39	1	Interesting, useful, challenging, enjoyable
7	17	20	15	3	24	2	Dull, boring, waste of time, irrelevant
8	2	6	5	3	4	3	Too easy, mickey mouse
5	14	11	10	5	20	4	Too hard, too much homework
25	29	34	25	69	28	5	Well taught, well organized
7	13	12	9	0	28	6	Badly taught, confusing
20	15	10	16	13	11	7	It's okay, average, so-so
7	8	13	10	3	5	8	Don't like because no good at it
4	5	8	6	3	1	9	Misc. (list)

3. cont.

E. P.E.

Percentage by Group						Response Categories for Ques. 3E (LEARNPE)	
Gr7	10	12	Ttl	Alt	D-O		
2	12	16	9	18	0	0	DK, NA
9	27	21	16	15	50	1	Shouldn't be compulsory
57	45	34	51	36	26	2	Good for your health, your body, enjoy exercise
31	35	25	30	39	20	3	Like the variety
6	5	7	5	2	16	4	I'm not a jock
4	9	12	5	5	21	5	Don't like the competitive aspects
19	5	4	11	3	12	6	Like the competition, challenge
8	10	8	8	18	4	7	Good social relationships
9	5	5	6	21	3	8	Learn stuff for out of school recreation
15	11	20	16	8	5	9	Misc. (list)

F. Arts

Percentage by Group						Response Categories for Ques. 3F (LEARNARTS)	
Gr7	10	12	Ttl	Alt	D-O		
1	26	41	20	36	28	0	DK. NA.
13	18	19	17	11	28	1	Only worthwhile for some, not me
62	33	26	43	38	32	2	Really enoy
16	17	7	12	28	22	3	Good change from the academic stuff
2	4	3	3	2	1	4	Related to career choice
14	18	19	28	25	24	5	Chance to be creative, active
14	16	6	12	15	14	6	It's okay, average, so-so
7	10	8	0	3	4	9	Misc. (list)

3. cont.

G. *Vocational*

Percentage by Group						Response Categories for Ques. 3G(LEARNVOC)	
Gr7	10	12	Ttl	Alt	D-O		
73	40	36	53	90	89	0	Dk. NA
14	12	6	13	8	5	1	Don't take it
4	23	41	25	3	4	2	Learn useful stuff
2	20	26	18	7	5	3	Will help getting a job
0	0	2	0	0	0	4	Not good at it
2	4	1	3	0	1	5	Good change from academics
2	5	1	3	0	0	6	It's okay, average, so-so
1	3	8	6	2	1	9	Misc. (list)

4. *Are you learning as much as you could be learning?*
- How much more <u>could</u> you be learning?

Probe: - How do you feel about this?

Percentage by Group						Response Categories for Ques.4A(COULDLEARN)	
Gr7	10	12	Ttl	Alt	D-O		
0	0	0	0	0	0	0	NA. DK
19	40	44	32	5	75	1	Far less
24	28	22	24	29	7	2	Almost as much
46	25	24	33	59	13	3	Yes, as much
1	2	0	1	2	1	4	More than I want or need
4	4	6	5	2	0	5	Not enough real challenge, too easy
1	2	2	2	0	3	6	Too much boring stuff, frustrated
3		1	2	2	0	7	Lots of goodies, generally pleased
1		2	1	2	1	9	Misc. (list)

4. cont.

B

Percentage by Group						Response Categories for Ques. 4B(LEARNFEEL)	
Gr7	10	12	Ttl	Alt	D-O		
30	11	8	18	20	7	0	NA. DK
6	10	6	8	2	28	1	Frustrated, bored
24	17	19	20	7	3	2.	Want more challenge, work
24	21	24	23	59	1	3	Lots of goodies, generally pleased
2	2	2	2	0	5	4	Don't understand
1	17	9	8	2	28	5	Angry about bad teaching, teachers, too rushed
2	6	13	3	2	10	6	Just don't like school
			7	2	16	7	Some bad courses, waste of time
			0	0	0	8	Have many competing interests out of school
7	9	20	10	8	3	9	Misc. (list)

5. *What will you have gotten from school by the time you graduate (or quit)?*

Percentage by Group						Response Categories for Ques. 5(ENDGOT)	
Gr7	10	12	Ttl	alt	D-O		
3	1	1	2	0	11	0	DK. NA.
5	31	10	14	30	34	1	Degree, finished
2	6	3	4	2	29	2	Nothing, older
22	23	33	25	20	29	3	Learned a gew things, the basics
4	12	11	8	16	4	4	Self-discipline
53	21	25	35	38	5	5	Learned a lot, a good education
9	28	20	18	15	9	6	Enough for university, college
28	29	22	27	30	20	7	Enough to get a job
31	25	46	33	33	20	8	Friends, social relationships
6	6	8	10	5	2	9	Misc. (list)

6. *Are there some things you are learning on your own? (Things that are not school assignments).*

Probes: Anything else?

Percentage by Group						Response Categories for Ques. 6(SELFLEARN)	
Gr7	10	12	Ttl	Alt	D-O		
7	8	13	9	13	26	0	DK. NA.
10	14	9	12	8	5	1	Taking an out-of-school class
34	36	25	37	15	20	2	Sports
23	26	28	28	17	16	3	Music, dance, arts, crafts
17	14	6	11	20	23	4	Learn from TV
1	0	1	1	0	0	5	Learn from travel
31	32	22	26	44	46	6	Read a lot, learn from books
2	5	4	3	7	4	7	Home study course, auto mechanics
10	17	25	17	18	14	8	Learning from a job
11	10	5	9	13	14	9	Learning from a family member
11	17	14	13	28	26	10	Learn from life
14	6	10	11	5	4	11	Misc. (list)
2	11	4	6	13	8	12	Hobbies

7. *What are you putting into school? How much effort, committment, involvement are you putting into it?*

Percentage by Group						Response Categories for Ques. 7A(EFFORT)	
Gr7	10	12	Ttl	Alt	D-O		
1	0	0	0	2	3	0	DK. NA.
17	39	30	28	8	78	1	Very little, enough to get by, to pass
16	16	21	4	23	17	2	Enough to get Bs & Cs
2	7	8	5	0	0	3	Just do my homework
8	2	4	5	3	0	4	Enough to get As & Bs
52	26	27	38	62	11	5	Work hard
1	3	3	2	2	0	6	What's needed to get into university
1	2	6	2	0	1	7	Both academics and student activities
2	2	1	2	0	4	9	Misc. (list)

7. cont.

Percentage by Group						Response Categories for Ques. 7B(INVOLVEMENT)	
Gr7	10	12	Ttl	Alt	D-O		
2	4	3	3	2	0	0	DK. NA
4	25	21	15	3	68	1	No involvement, committment
48	50	42	47	39	22	2	Some " , "
44	20	33	9	56	33	3	Lot of " , "
1	1	1	1	0	0	9	Misc. (list)

8. *What determines how much you put into school?*

Probes: Who decides; what influences your decision?

Percentage by Group						Response Categories for Ques. 8A(WHODECIDES)	
Gr7	10	12	Ttl	Alt	D-O		
1	1	1	1	5	5	0	DK, NA
69	83	97	81	100	91	1	I decide
42	40	21	36	7	17	2	Parent's expectations
6	9	5	6	0	4	3	Friends "
29	16	15	20	43	39	4	Teachers
6	12	10	9	16	20	5	Future goals
6	2	0	3	3	8	9	Misc. (list)

Percentage by Group						Response Categories for Ques. 8B(WHATINFLUENCES)	
Gr7	10	12	Ttl	Alt	D-O		
24	16	19	20	10	7	0	DK, NA
12	20	42	20	20	29	1	Work for courses I like
32	27	24	28	16	5	2	Work to a grade, work for tests
12	10	12	11	31	33	3	Work for teacher I like
9	17	9	12	25	21	4	Work if its useful for something
3	4	2	3	0	1	5	Only do work I have to hand in
7	7	3		7	4	9	Misc. (list)

9. *Are you satisfied with what you're putting into it?*

Percentage by Group						Response Categories for Ques. 9 (SATISFYAMT)	
Gr7	10	12	Ttl	Alt	D-O		
1	0	1	1	2	1	0	DK, NA
10	20	29	17	2	76	1	No, definitely not
23	21	25	23	18	13	2	More or less
65	59	44	58	79	9	3	Yes

10. *Was it the same in lower grades?*

Percentage by Group						Response Categories for Ques. 10A(WORKBEFORE)	
Gr7	10	12	Ttl	Alt	D-O		
2	1	1	2	11	7	0	DK, NA
42	29	50	40	36	30	1	No, worked less
18	43	32	30	15	29	2	No, worked more
38	26	16	29	38	34	3	Yes, same

Percentage by Group						Response Categories for Ques. 10B(WHY 10A)	
Gr7	10	12	Ttl	Alt	D-O		
34	22	14	25	26	21	0	DK, NA
4	10	10	7	23	20	1	Effort rewarded before
4	3	2	3	2	1	2	Effort not rewarded before
37	25	24	30	15	26	3	Less demanded before
7	13	13	11	2	3	4	More demanded before
4	7	15	8	25	21	5	It was less serious before
0	1	0	16	8	8	9	Misc. (list)

11. *How do you decide about:* A. *cutting classes*

Percentage by Group						Response Categories for Ques. 11A(DECIDECUT)	
Gr7	10	12	Ttl	Alt	D-O		
21	2	2	11	10	0	0	DK, NA
14	37	33	26	31	43	1	My decision, how I feel that day
3	7	7	4	5	16	2	Influence of friends
5	17	9	9	0	39	3	Based on attitude toward teacher
15	5	1	9	0	3	4	Based on anticipated reaction of parents
12	5	8	9	3	1	5	Based on what's needed to get by, to get a grade
8	29	33	22	13	29	6	Depends on what's happening in class that day
2	17	19	9	13	39	7	Depends on nature of alternative activity
39	34	29	35	64	8	8	I never cut
8	5	6	8	2	1	9	Misc. (list)

B. *Homework*

Percentage by Group						Response Categories for Ques. 11B(HOMEWORK)	
Gr7	10	12	Ttl	Alt	D-O		
7	4	3	5	23	23	0	DK, NA
28	37	24	26	43	66	1	How I feel
7	4	2	5	7	1	2	How much other homework
13	19	26	19	11	18	3	How much time I have
28	41	59	46	31	16	4	If it has to be done
25	6	8	15	3	11	5	Teachers reaction
20	9	1	12	3	9	6	Parents
1	5	3	2	2	9	7	Friends
1	2	3	2	2	0	8	University requirements
20	24	25	23	33	12	9	Grade I want

C. *Extra-curricular stuff*

Percentage by Group						Response Categories for Ques. 11C(DECIDEEXTRA)	
Gr7	10	12	Ttl	Alt	D-O		
17	16	13	15	34	39	0	DK, NA
33	18	25	28	8	8	1	I like team sports
22	26	25	24	25	18	2	I like _____ (club)
14	27	13	17	31	28	3	Go along with my friends
16	6	1	9	0	3	4	Parents encourage it
3	3	4	4	5	7	5	Like to get home after school
7	5	14	9	9	7	6	Need to work after school

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12. *When you wake up on a school-day, what things go through your mind?*

13. *(Optional) How do you feel setting out for school?*

Percentage by Group						Response Categories for Ques. 12&13(MORNINGFEEL)
Gr7	10	12	Ttl	Alt	D-O	
2	0	1	1	10	11	0 DK, NA
29	29	30	28	3	24	1 Worries, tests, assignments
12	12	10	11	10	3	2 Think of friends
5	3	3	4	0	12	3 " " teachers
31	44	45	39	18	14	4 " " classes
3	10	12	8	2	0	5 " " after school activities
22	16	19	20	59	3	6 Feel good, like school
16	25	13	18	8	80	7 Feel bad, don't like school
27	33	29	29	30	8	8 Feel neutral
9	9	7	8	8	8	9 Misc. (list)

14. *Do you worry a lot or very little about school?*

Probes: *What things do you worry about?*
What things don't you worry about?
Why do you think you don't worry?

Percentage by Group						Response Categories for Ques. 14A(WORRYAMT)
Gr7	10	12	Ttl	Alt	D-O	
0	0	0	0	0	0	0 DK, NA
20	23	32	25	51	25	1 No worries
55	48	41	48	43	28	2 Some, average
25	29	26	27	7	47	3 Worry a lot

14. cont.

Percentage by Group						Response Categories for Ques. 14B(WORRIES)	
Gr7	10	12	Ttl	Alt	D-O		
17	12	26	18	41	30	0	DK, NA
52	60	47	52	36	42	1	Tests, assignments
27	48	39	37	33	49	2.	Marks
10	6	1	6	1	25	3	Teachers "picking" on me
6	2	0	3	5	0	4	Specific course - math
5	1	2	3	2	0	5	" " - science
4	3	4	3	0	0	6	" " - English
3	2	0	1	0	0	7	" " - Socials
5	5	6	5	2	11	8	Friends, social relationships
8	15	12	11	10	7	9	Misc. (list)

Percentage by Group						Response Categories for Ques. 14C(WHYNOWORRY)	
Gr7	10	12	Ttl	Alt	D-O		
43	38	30	38	31	45	0	DK, NA
44	26	30	34	48	4	1	Doing well
8	22	18	15	16	18	2	Nothing gained by worrying
41	11	11	7	2	29	3	Don't care
4	3	11	5	3	4	9	Misc. (list)

15. *How relaxed are you in class? What kinds of situations make you nervous in class?*

Percentage by Group						Response Categories for Ques. 15A(RELAXAMT)	
Gr7	10	12	Ttl	Alt	D-O		
0	0	0	0	0	0	0	DK, NA
47	33	45	42	16	84	1	Very relaxed
42	60	51	50	38	15	2	Average
11	7	3	8	46	2	3	Nervous

15 cont.

Percentage by Group						Response Categories for 15B (NERVOUSNESS)	
Gr7	10	12	Ttl	Alt	D-O		
7	9	19	12	72	13	0	DK, NA
43	53	42	46	8	72	1	Teacher calling on me, teachers' attitude
37	33	29	33	7	17	2	Tests
20	14	5	14	8	28	3	When I make a mistake
9	9	3	7	5	17	4	Other students, peer problems
1	2	0	1	0	0	5	Parental pressures
8	7	4	7	10	22	6	Grades, marks
2	4	0	2	0	1	7	Can't concentrate
0	2	2	1	0	0	8	Personal handicap
18	16	13	10	3	1	9	Misc. (list)

16. *Do you think the people at your school know you as you really are - your ideas and feelings, what you like and dislike?*

Probe: *Other students*
Teachers
Anyone
in what ways

Percentage by Group						Response Categories for Ques. 16A(KNOWMEAMT)	
Gr7	10	12	Ttl	Alt	D-O		
1	0	1	1	0	0	0	DK, NA
21	17	20	20	7	33	1	No, no one
35	46	41	40	33	33	2	Some yes, some no
30	15	23	23	56	13	3	Yes
13	21	14	16	5	21	4	Friends only
0	0	2	0	0	0	9	Misc. (list)

16 cont.

Percentage by Group						Response Categories for Ques. 16B(KNOWMESTD)
Gr7	10	12	Ttl	Alt	D-O	
4	3	1	4	0	1	0 DK, NA
40	42	44	41	23	49	1 Friends only
22	21	23	22	18	20	2 Friends and some students
20	15	16	17	53	7	3 Most students
7	15	3	13	5	24	4 No one, none
4	3	2	3	2	0	9 Misc. (list)

Percentage by Group						Response Categories for Ques. 16C(KNOWMETCHRS)
Gr7	10	12	Ttl	Alt	D-O	
1	9	7	6	0	7	0 DK, NA
37	22	37	32	23	28	1 One or two
16	17	20	18	5	5	2 Several
32	18	9	21	62	11	3 Most
12	32	21	21	10	50	4 None
2	2	7	3	0	0	9 Misc. (list)

Percentage by Group						Response Categories for Ques. 16D(WAYSKNOW)
Gr7	10	12	Ttl	Alt	D-O	
37	30	19	29	11	16	0 DK, NA
8	5	7	4	0	3	1 From special assignments
21	13	14	16	18	29	2 From own choices, decisions
40	44	52	44	77	32	3 From listening to me
7	14	16	12	61	14	4 From asking my opinions
1	6	8	4	2	14	5 No opportunity for individual work, school just big factory
2	3	1	2	2	20	6 No opportunity for individual choices, decision
3	6	4	4	5	28	7 Don't listen to me
3	8	8	6	5	28	8 Don't ask my opinions
9	10	13	11	3	5	9 Misc. (list)

17. *Do you feel that the school considers your ideas and feelings when they decide what they want you to do?*

Probe: How come?

Percentage by Group						Response Categories for Ques. 17A(CONSIDERME)
Gr7	10	12	Ttl	Alt	D-O	
2	1	2	2	2	1	0 DK, NA
42	59	51	49	0	85	1 No, rarely
20	21	20	20	10	10	2 Somewhat
35	19	27	28	89	3	3 Yes, mostly

Percentage by Group						Response Categories for Ques. 17B(CONSIDERMEWHY)
Gr7	10	12	Ttl	Alt	D-O	
16	7	8	11	16	5	0 DK, NA
2	18	6	8	0	18	1 How could they
13	38	31	26	0	45	2 Too many students
23	30	25	25	0	47	3 Organized for teachers, administrators, benefit
32	20	27	28	95	5	4 I am listened to, work together
7	3	2	5	0	12	5 My ideas rejected
6	7	3	6	0	8	6 I keep quiet
17	17	22	18	0	32	7 They don't really care
11	5	18	11	5	5	9 Misc. (list)

18. *How do you get along with your teachers?*
Probe: good and bad aspects
specific examples
could you tell me some more about you & your teachers

Percentage by Group						Response Categories for Ques. 18A(MEANDTCHRS)
Gr7	10	12	Ttl	Alt	D-O	
0	0	0	0	0	0	0 DK, NA
2	2	2	2	2	61	1 Badly
28	43	22	31	2	29	2 So-so, okay
70	55	76	66	97	11	3 Pretty good

18 cont.

Percentage by Group						Response Categories for Ques 18B (TCHRQUALITY)	
Gr7	10	12	Ttl	Alt	D-O		
16	6	5	10	0	8	0	DK, NA
60	49	58	57	83	8	1	Most are kind and interested in kids
7	10	12	11	0	8	2	Businesslike and know what they are doing
17	14	8	15	7	13	3	Treat me just like any other student
5	6	4	2	0	26	4	Embarass or criticize me
1	3	1	1	0	7	5	Give very difficult work
3	2	2	2	0	3	6	Are unfair in marking & g-ading
1	1	6	3	8	0	7	Try to be accepted as one of the kids
6	15	9	7	2	39	8	Don't like or understand kids
9	9	19	13	3	5	9	Misc. (list)
4	17	18	6	82	4	10	Treat us like adults
5	12	5	6	2	43	11	Some expect too much
14	20	14	19	2	13	12	Average, okay, no different than others

19. *How do you think your teachers would describe you?*
- all teachers, or just some?

Percentage by Group						Response Categories for Ques. 19A (TCHRVIEWAMT)	
Gr7	10	12	Ttl	Alt	D-O		
2	5	3	4	7	4	0	DK, NA
8	8	6	8	2	59	1	Negative
37	37	26	34	21	28	2	Neutral
52	60	64	55	71	9	3	Positive

Percentage by Group						Response Categories for Ques. 19B (TCHRSVIEW)	
Gr7	10	12	Ttl	Alt	D-O		
4	6	4	4	13	13	0	DK, NA
36	27	37	36	31	8	1	Good grades, good student
40	44	43	45	57	9	2	I do what they ask, I'm helpful
16	13	14	14	0	33	3	Cause noise and trouble in class
15	29	20	19	51	20	4	I'm average, I get along with everybody
2	9	6	4	2	21	5	Don't do the work
33	15	26	27	7	1	6	Average grades
1	4	1	2	0	7	7	Lousy grades
4	13	2	3	2	59	8	Bad attitude
7	9	12	9	5	9	9	Misc. (list)

20.

Does the teacher have much influence on how much you put into a course (subject)?

Probe: In what way do teachers' standards influence you?

Percentage by Group						Response Categories for Ques. 20A (TCHRINFLUAMT)
Gr7	10	12	Ttl	Alt	D-O	
1	1	0	1	0	0	0 DK, NA
69	79	77	73	72	68	1 Yes
12	11	8	12	18	20	2 Sometimes
18	10	14	14	10	10	3 No

Percentage by Group						Response Categories for Ques. 20B (TCHRINFLUENCE)
Gr7	10	12	Ttl	Alt	D-O	
6	4	2	5	11	8	0 DK, NA
52	35	48	51	16	12	1 High standards - try harder
4	8	8	5	3	17	2 " " - give up
5	11	14	11	3	0	3 Average standards - average work
14	11	9	10	20	24	4 " " - fair, so I work hard
5	6	16	9	0	4	5 Low standards - who cares
19	18	17	19	13	10	6 No effect - I work like I want to no matter what standards
14	12	44	32	88	83	7 I work when the class is fun, enthusiastic teacher
20	14	17	19	7	7	9 Misc. (list)

21. *If you want some help or advice, where do you go? For example, who would you talk with if you are having a problem with:*

your friends

Percentage by Group						Response Categories for Ques. 21AX(PRBLMFRIEND)	
Gr7	10	12	Ttl	Alt	D-O		
0	1	2	1	3	1	0	DK, NA
40	18	23	28	8	9	1	Parents
7	7	8	7	3	3	2	siblings & other relatives
14	4	2	8	30	4	3	teachers
1	0	0	0	5	0	4	administrators
2	13	6	6	2	11	5	counsellors/psych.
22	32	27	29	31	41	6	friends
0	1	0	0	0	0	7	other students
2	0	1	1	0	0	8	other adults
13	25	22	19	18	32	9	myself

Ques. 21AY(PRBLMFRNDWHY)

29	24	15	25	16	14	0	DK, NA
0	1	1	1	0	1	1	no one else will listen
12	9	10	10	10	9	2	it's part of their job, they have the information, knowledge, experience
34	38	39	37	39	25	3	special relationship, special person for me
1	2	0	1	0	1	4	only one there
2	3	5	0	2	3	5	no one there when I need them
19	10	11	13	16	20	6	it's been helpful in the past
3	11	14	8	15	26	7	it's my problem
1	0	3	1	2	0	8	no big problems
1	1	2	4	0	0	9	Misc. (list)

21 cont.

your timetable

Percentage by Group						Response Categories for Ques. 21BX(PRBLTMTBL)	
Gr7	10	12	Ttl	Alt	D-O		
65	3	1	27	29	17	0	DK, NA
6	4	1	4	0	1	1	Parents
0	0	0	0	0	0	2	siblings & other relatives
21	7	5	13	46	21	3	teachers
1	13	7	7	18	5	4	administrators
3	71	82	46	2	39	5	counsellors/psych
2	0	1	1	0	4	6	friends
1	0	0	0	2	0	7	other students
0	0	0	0	0	0	8	other adults
1	2	3	2	3	12	9	myself

Ques.21BY(PRBLTMTWHY)

78	18	12	41	39	24	0	DK, NA
0	1	0	0	0	1	1	no one else will listen
13	61	78	45	31	39	2	it's part of their job, they have information, knowledge & experience
2	4	3	3	16	5	3	special relationship, special person for me
0	1	1	0	0	0	4	only one there
0	0	0	0	0	1	5	no one there when I need them
6	12	3	7	11	22	6	it's been helpful in past
0	1	1	0	0	7	7	it's my problem
2	0	1	1	2	0	8	no big problems
0	3	0	1	0	0	9	misc. (list)

21 cont.

a teacher

Percentage by Group						Response Categories for Ques.21CX(PRBLMTCHR)
Gr7	10	12	Ttl	Alt	D-O	
1	2	1	1	3	0	0 DK, NA
53	16	8	29	2	3	1 parents
1	1	0	1	0	1	2 siblings & other relatives
12	12	15	14	52	10	3 teachers
3	7	8	6	10	10	4 administrators
4	42	45	27	2	32	5 counsellors/psych.
13	7	5	9	15	10	6 friends
1	1	0	0	2	0	7 other students
0	0	0	0	0	0	8 other adults
12	13	17	13	15	33	9 myself

Ques.21CY(PRBLMTCHRWHY)

32	22	13	24	26	14	0 DK, NA
3	4	2	3	0	1	1 no one else will listen
15	36	50	31	15	37	2 it's part of their job, they have information, knowledge, experience
25	10	7	15	38	8	3 special relationship, special person for me
1	1	2	1	0	1	4 only one there
0	0	1	0	0	1	5 no one there when I need them
17	16	6	14	16	13	6 it's been helpful in past
2	7	12	6	5	22	7 it's my problem
1	0	1	7	0	1	8 no big problems
4	3	7	4	0	0	9 misc. (list)

21 cont.

another student

Gr7	10	12	Ttl	Alt	D-O		Response Categories for Ques.21DX(PRBLMSTDNT)
1	1	9	3	7	1	0	DK, NA
12	7	2	7	0	1	1	parents
2	1	1	2	0	1	2	siblings & other relatives
35	7	1	19	15	7	3	teachers
0	1	1	0	5	4	4	administrators
1	12	7	6	0	8	5	counsellors/psyc-.
19	26	15	21	16	20	6	friends
7	7	16	10	18	13	7	other students
0	1	0	0	0	0	8	other adults
21	37	38	31	39	45	9	myself

Ques21DY(PRBLMSTDNTWEY)

28	26	27	32	26	28	0	DK, NA
2	1	1	1	0	0	1	no one else will listen
18	9	6	12	15	17	2	it's part of their job, they have information, knowledge and experience
16	16	11	15	38	8	3	special relationship, special person for me
0	2	1	1	0	0	4	only one there
0	1	0	0	0	0	5	no one there when I need them
12	17	11	14	16	18	6	it's been helpful in past
9	19	25	17	5	28	7	it's my prblem
1	3	6	3	0	0	8	no big problems
3	4	12	6	0	0	9	misc. (list)

21 cont.

home

Percentage by Group						Response Categories for Ques. 21EX(PRBLMHME)	
Gr7	10	12	Ttl	Alt	D-O		
4	5	7	6	3	0	0	DK, NA
23	7	14	16	20	18	1	parents
9	12	12	11	2	5	2	siblings & other relatives
6	0	3	3	23	3	3	teachers
0	0	0	0	2	0	4	administrators
2	13	8	7	5	13	5	counsellors/psych
25	38	36	32	23	28	6	friends
0	1	0	0	2	1	7	other students
1	1	1	1	2	3	8	other adults
30	20	18	23	20	29	9	myself

Ques.21EY(PRBLMHMEWHY

38	29	26	33	26	21	0	DK, NA
1	1	1	1	0	0	1	no one else will listen
4	6	5	5	11	14	2	it's part of their job, they have information, knowledge and experience
28	32	38	32	38	26	3	special relationship, special person for me
1	1	1	1	0	0	4	only one there
0	1	1	0	0	1	5	no one there when I need them
12	12	8	11	8	16	6	it's been helpful in past
11	10	12	10	15	21	7	it's my problem
1	0	4	1	0	0	8	no big problem
3	7	4	4	2	0	9	misc. (list)

21 cont.

making personal decisions

Percentage by Group						Response Categories for Ques. 21FX (MAKING PERSONAL DECISIONS)
Gr7	10	12	Ttl	Alt	D-O	
1	1	2	1	3	1	0 DK, NA
40	29	31	34	11	10	1 parents
7	7	5	7	3	4	2 siblings & other relatives
1	1	0	1	15	1	3 teachers
0	0	0	0	3	0	4 administrators
1	1	5	2	3	7	5 counsellors/psych.
19	23	22	21	10	22	6 friends
1	0	0	0	0	0	7 other students
0	1	2	1	0	1	8 other adults
30	35	34	32	51	53	9 myself

						Ques. 21FY (WHY PROBLEMS WITH PERSONAL DECISIONS)
40	27	26	33	30	22	0 DK, NA
0	1	1	1	0	0	1 no one else will listen
4	3	7	4	5	5	2 it's part of their job, they have information, knowledge and experience
22	26	32	26	23	22	3 special relationship, special person for me
1	0	0	0	0	0	4 only one there
1	1	0	1	0	1	5 no one there when I need them
22	17	12	18	13	16	6 it's been helpful in past
7	23	20	16	29	33	7 it's my problem
0	0	0	0	0	0	8 no big problems
2	1	2	2	0	0	9 misc. (list)

21 cont.

making career decisions

Percentage by Group						Response Categories for Ques.21GX (MAKING CAREER DECISIONS)	
Gr7	10	12	Ttl	Alt	D-O		
20	1	5	10	3	7	0	DK, NA
40	42	34	39	7	16	1	parents
4	2	2	3	2	3	2	siblings & other relatives
7	4	4	5	28	14	3	teachers
0	1	1	1	7	0	4	administrators
1	24	28	16	7	17	5	counsellors/psych
5	3	3	4	2	0	6	friends
0	0	0	0	0	0	7	other students
2	2	2	2	3	3	8	other adults
21	20	22	21	43	41	9	myself

Ques.21GY(WHY FOR 21GX)

53	21	26	36	31	26	0	DK, NA
1	1	0	0	0	0	1	no one else will listen
11	29	31	22	25	32	2	it's part of their job, they have information, knowledge and experience
11	14	14	13	13	8	3	special relationship, special person for me
0	0	0	0	0	0	4	only one there
0	0	0	0	0	1	5	no one there when I need them
17	19	11	16	13	12	6	it's been helpful in past
5	13	12	9	18	21	7	it's my problem
1	0	1	0	0	0	8	no big problems
1	3	4	2	0	0	9	misc. (list)

21. cont.

school

Percentage by Group						Response Categories for Ques. 21HX (PROBLEM WITH SCHOOL)
Gr7	10	12	Ttl	Alt	D-O	
1	1	3	1	2	1	0 DK, NA
52	34	22	37	3	9	1 parents
4	1	3	3	5	1	2 siblings & other relatives
25	11	10	17	56	10	3 teachers
1	2	8	3	8	1	4 administrators
2	27	32	18	2	29	5 counsellors/psych
7	7	10	8	10	14	6 friends
0	0	0	0	0	0	7 other students
1	1	0	5	0	0	8 other adults
7	14	13	11	15	33	9 myself

Ques. 21HY(WHY FOR 21HX)

34	26	21	29	13	17	0 DK, NA
0	1	0	0	0	0	1 no one else will listen
21	26	32	26	29	25	2 it's part of their job, they have information, knowledge and experience
22	16	24	20	20	16	3 special relationship, special person for me
1	1	0	1	0	0	4 only one there
0	0	0	0	0	1	5 no one there when I need them
18	20	12	17	26	16	6 it's been helpful in past
2	7	9	5	10	21	7 it's my problem
0	0	1	0	0	1	8 no big problems
2	2	1	2	2	3	9 misc. (list)

21 cont.

assignments

Percentage by Group						Response Categories for Ques. 21IX(PROBLEM WITH ASSIGNMENTS)
Gr7	10	12	Ttl	Alt	D-O	
3	1	2	2	3	4	0 DK, NA
29	6	4	15	2	10	1 parents
9	4	4	6	2	3	2 siblings & other relatives
45	74	70	61	79	47	3 teachers
0	0	0	0	2	0	4 administrators
1	2	3	2	2	3	5 counsellors/psych
5	7	6	6	0	5	6 friends
0	1	4	1	0	1	7 other students
0	1	0	0	3	0	8 other adults
8	5	8	7	8	26	9 myself

Ques 21IY(WHY FOR 21IX)

37	20	16	27	16	20	0 DK, NA
1	0	0	0	0	0	1 no one else will listen
25	45	61	41	43	38	2 it's part of their job, they have information, knowledge and experience
12	4	5	7	15	5	3 special relationship, special person for me
0	1	0	0	0	3	4 only one there
0	0	0	0	0	1	5 no one there when I need them
19	26	10	18	25	14	6 it's been helpful in past
3	1	4	3	2	16	7 it's my problem
0	0	2	0	0	0	8 no big problems
1	2	2	1	0	3	9 misc. (list)

22. *Do you wish it was easier for students to get information, help and advice? Have you any suggestions about how to improve this?*

Percentage by Group						Response Categories for Ques. 22A(INFORMATION)	
Gr7	10	12	Ttl	Alt	D-O		
1	2	3	1	0	3	0	DK, NA
57	45	37	48	18	74	1	Yes
7	11	14	10	3	3	2	Perhaps, maybe
35	39	44	39	79	21	3	no
0	3	2	1	0	0	9	misc. (list)

						Ques. 22B(INFOCHANGE)	
25	7	11	16	15	13	0	DK, NA
18	19	19	18	8	47	1	more counsellors/psychologists
22	27	20	20	18	58	2	teachers who show an interest, being more available
2	7	6	5	7	3	3	no stigma to going for help
4	9	5	4	3	16	4	better relationship to admin.
5	7	9	8	1	3	5	more information about who to go to
2	1	2	2	0	0	6	social workers in schools
3	4	2	3	0	10	7	better guidance classes
32	58	51	45	84	25	8	it's OK as it is
7	8	15	15	7	7	9	misc. (list)

23. *How do you get along with other students?*

Probe: Could you tell me more

Percentage by Group						Response Categories for Ques. 23A (MEANDSTDNTS)
Gr7	10	12	Ttl	Alt	D-O	
0	0	0	1	0	1	0 DK, NA
44	42	46	44	82	25	1 Very well
52	53	53	52	15	54	2 Average
4	4	1	3	3	20	3 Badly

Ques, 23B (MEANDSTDNTSWHY)

11	19	11	13	11	21	0 DK, NA
34	31	33	32	21	46	1 get along with own group
7	5	1	4	0	12	2 felt left out of activities
4	6	2	3	5	11	3 feel shy and withdrawn
54	58	75	61	85	33	4 get along with most
8	8	6	6	2	24	5 avoid groups other than own, too "cliquey"
3	5	0	2	3	11	6 dislike most others in own grade
1	2	5	3	0	1	7 like older students
1	1	0	1	2	0	8 like younger
7	7	6	8	3	3	9 misc. (list)

24. *Are you part of any particular group at school?*
- *how large is it*
- *how much time do you spend with them?*
- *what do you do together?*
- *what are your contacts like with the other groups at school?*

Percentage by Group						Response Categories for Ques 24A (MYGRP)
Gr7	10	12	Ttl	Alt	D-O	
5	5	1	4	11	8	0 DK, NA
15	12	7	14	0	4	1 team
7	6	7	7	2	3	2 clubs, band, etc.
1	2	2	2	0	1	3 student government
2	3	2	3	2	7	4 rockers, or disco
0	6	1	2	3	18	5 junkies & drugs
4	2	5	5	0	0	6 academically+
1	1	0	0	0	2	7 academically-
0	1	2	0	0	0	8 vocational or career
4	2	1	3	0	0	9 university preparation
13	11	20	14	10	9	10 Misc. (list)

24 cont.

Percentage by Group						Response Categories for 24B(MYGRPSIZE)	
Gr7	10	12	Ttl	Alt	D-O		
9	16	17	14	48	25	0	DK, NA
55	31	31	40	26	34	1	1-5
30	23	18	27	5	18	2	6-10
9	11	16	12	13	9	3	11 - 15
3	18	19	12	18	26	4	larger
2	4	4	4	2	0	5	zero
2	1	0	1	0	0	9	misc. (list)

Ques. 24C(MYGRPTIME)

6	7	9	8	41	26	0	DK, NA
16	15	11	16	15	8	1	3 hrs.
20	26	30	23	21	18	2	4-6hrs
16	19	20	19	16	17	3	7-10 hrs.
40	27	29	36	16	45	4	all extra time and some classes
3	2	2	3	3	2	5	zero
4	7	5	7	3	4	9	Misc. (list)

Ques. 24D(MYGRPDOES)

7	9	11	10	34	16	0	DK, NA
61	58	36	53	54	68	1	hang-out, just play with my friends
63	41	31	46	30	26	2	recreation, sports & games
5	3	5	4	2	0	3	creative activities
7	4	4	5	5	2	4	homework
2	18	35	16	11	21	5	party & dance
1	8	7	4	15	26	6	drink, use other drugs
5	7	10	7	0	11	7	everything
2	5	1	3	0	0	8	competitive sports
3	9	13	8	3	1	9	misc. (list)

Ques. 24E(MYGRPOTHRGRP)

7	13	11	11	51	26	0	DK, NA
8	10	8	9	5	13	1	none
17	18	35	24	20	3	2	in class
18	26	34	27	21	5	3	talk at lunchtime
7	1	6	5	2	1	4	on teams with them
9	7	2	6	2	13	5	argue and bight, bad
19	15	6	14	5	32	6	avoid when possible
46	37	32	38	39	43	7	work, and/or do things together occasionally
10	5	9	9	0	0	9	misc. (list)

25. *Do you wish the relationships amongst students were different? If yes: How? What would you do to change it? If no: what do you like about the way it is?*

Percentage by Group						Response Categories for Ques. 25ASTDNTREL)	
Gr7	10	12	Ttl	Alt	D-O		
2	1	0	1	0	3	0	DK, NA
39	41	40	40	12	45	1	Yes
7	7	9	8	2	9	2	Maybe
51	50	50	50	85	42	3	No
1	1	0	0	2	1	9	Misc. (list)

Ques. 25B(STDNTRELWHAT)

27	12	11	17	16	30	0	DK, NA
2	6	4	4	2	7	1	more whole school dances & parties
12	13	18	14	5	8	2	encourage more mixing in classes
1	4	4	3	0	5	3	encourage more mixing in teams
0	0	1	0	0	0	4	encourage more mixing in student government
7	9	8	8	7	4	5	leave kids to choose, adults shouldn't interfere, it's our choice, let kids fight
14	8	5	11	3	20	6	can avoid those I don't like
20	50	37	31	7	21	7	Just leave as is, don't change
29	26	32	33	79	41	9	misc. (list)

26. *Do you know any drop-outs? Why did they drop out? How do you feel about drop-outs?*

Percentage by Group						Response Categories for Ques. 26A (DROPOUTWHY)	
Gr7	10	12	Ttl	Alt	D-O		
52	19	12	31	11	10	0	DK, NA
8	6	8	8	0	4	1	school rules
17	12	24	19	5	8	2	poor grades
10	6	8	9	0	0	3	poor behavior - suspended
2	3	6	4	3	3	4	didn't fit in with peers
10	17	14	14	20	32	5	bored
7	18	20	12	20	20	6	wanted a job
6	26	49	17	70	59	7	they just couldn't function in school
4	30	18	14	31	30	8	hated school
8	6	18	11	10	12	9	misc. (list)

						Ques 26B (DROPOUTFLINGS)	
23	5	3	12	18	18	0	DK, NA
3	8	6	6	3	3	1	they don't belong anyway
2	15	8	5	21	16	2	they should have to go to some kind of school
8	27	29	17	30	29	3	they are probably better off out of school than i
35	46	29	35	51	58	4	they are missing a lot
40	33	12	43	13	17	5	copout, being stupid
17	14	24	19	10	8	9	misc. (list)

27. *How much are you affected by the general atmosphere of the school?*

Probe: In what ways?

- *the size of the school*
- *the class size*
- *the building and grounds*
- *the school rules*
- *the Principal & Vice-Principal*
- *the crowds, the noise*
- *anything else?*

Percentage by Group						Response Categories for Ques. 27A (THE SIZE OF THE SCHOOL)
Gr7	10	12	Ttl	Alt	D-O	
6	8	2	5	11	10	0 DK, NA
48	50	47	55	21	26	1 doesn't matter
2	9	14	6	3	29	2 hard to get to know anyone
4	10	10	6	3	29	3 can get lost in crowd
5	5	5	6	0	1	4 more choice of classes & subjects
11	12	8	9	0	26	5 large school = large classes
11	15	12	6	69	12	6 small school = small classes
21	23	21	17	64	21	7 small school - can get to know everyone
15	9	12	13	3	8	9 misc. (list)

						Ques. 27B (THE CLASS SIZE)
9	7	1	6	5	10	0 DK, NA
8	24	14	14	3	39	1 large - don't have to talk
38	48	51	41	75	42	2 small - more help
17	18	18	17	34	17	3 " - more chance to participate
29	28	27	24	57	34	4 " - better relations with teacher & peers
26	25	21	28	8	13	5 doesn't matter
11	7	8	8	2	14	9 misc. (list

27 cont.

Percentage by Group						Response Categories for Ques. 27C (BUILDING & GROUNDS)
Gr7	10	12	Ttl	Alt	D-O	
2	4	1	3	15	18	0 DK, NA
39	41	44	43	26	37	1 don't matter
5	7	6	4	13	12	2 size of room affects type of activity, crowding
5	2	2	4	5	7	3 need more room for sports, shops, etc.
0	5	0	0	3	12	4 can't work well in crowd
14	7	4	10	3	4	5 need better playing fields/equipment
44	33	28	36	28	33	6 generally good conditions
14	12	4	9	26	20	7 good location
4	9	11	8	7	4	8 old, dirty, torn-up
5	7	21	10	5	9	9 Misc. (list)

Ques. 27D (SCHOOLRULES)

2	5	2	3	28	5	0 DK, NA
41	41	54	51	28	13	1 don't affect
12	9	9	11	7	9	2 control attendance & lateness
16	18	14	13	2	47	3 over-control = anger
2	2	1	2	2	1	4 not enough, kids take advantage
28	20	12	20	0	57	5 silly, stupid
11	7	12	11	0	5	6 treated like babies
3	15	10	1	37	0	7 enjoy the freedom, lack of rules (or enforcement)
2	13	8	4	2	28	8 don't like smoking rules
14	8	8	12	0	1	9 Misc. (list)

Ques. 27E (SCHOOL HEADS)

4	0	2	2	34	15	0 DK, NA
30	26	27	33	11	22	1 no affect, don't know them
19	18	20	19	8	38	2 make & carry out rules
9	8	10	9	0	25	3 source of punishment
51	39	37	45	48	17	4 fair, friendly
10	24	10	14	3	36	5 don't like them at all
6	13	10	6	54	0	6 really good, excellent
10	9	20	13	2	7	9 Misc. (list)

27 cont.

Percentage by Group						Response Categories for Ques. 27F (SCHOOL NOISE)
Gr7	10	12	Ttl	Alt	D-O	
4	4	5	4	30	16	0 DK, NA
69	65	61	68	61	43	1 no affect
23	26	23	24	16	37	2 hard to concentrate
7	4	4	5	7	5	3 can't work without some noise
4	8	12	8	0	5	4 hard to move in halls
4	11	10	7	11	29	5 can't work at all in noise
8	5	2	6	2	3	9 misc. (list)

						Ques. 27G (ALL ELSE)
67	63	45				0 DK, NA
33	35	55				1 Misc. (list)

APPENDIX B: Review of Literature

The purpose of the study was to determine the reactions of students to their experiences in the Greater Victoria schools (District #61). In order to do this, a structured interview was used. The interview questions were written in relation to the present education research literature about school satisfaction and academic success. The following is a brief review of that literature.

Attitudes and Achievement

From the writing of Bloom (1971) and Jackson (1968) it appears that academic success helps to promote satisfaction with school which increases the possibility of future success. Certain attitudes when reinforced by teachers, parents, and peers lead to self-concepts that influence expectations of future achievement (Aiken, 1970).

Malpass (1953) correlated measures of students' perceptions of school with achievement, controlling for ability. (Grade 8 students) Students' perceptions were significantly related to the grades they received, but unrelated to standardized achievement test scores. Brodie (1964) classified 505 high school students as "satisfied" or unsatisfied" with school and compared achievement of the groups. The "satisfied" group performed better on tests of academic skills than did the "dissatisfied" group. Both of these studies indicate that students' attitudes about school may be of great importance in determining academic success.

Several studies have used high school students' scores on the Survey of Study Habits and Attitudes as predictors of academic performance. Holtzman and Brown (1968) found significant correlations between total score on the Survey of Study Habits and Attitudes (SHA) and several measures of achievement for students in Grades 7 through 12. Khan (1969) used 8 school-related factors from the SHA and 6 subtests of the Metropolitan Achievement Test with a population of 428 male and 456 female Grade 9 students. Multiple correlations ranged from .48 to .59 for males and .62 to .69 for females. Similar results were reported by Khan and Roberts (1971) and Khan (1970).

Studies finding no relationship between school related attitudes and achievement have been reported by Tenenbaum (1944), Schultz and Green (1953), Jackson and Lahaderne (1967), and Lahaderne (1968). In his review of these studies, Jackson (1968) expressed the view that attitude differences for those with neutral or mixed feelings might not have been revealed due to lack of sensitivity of the instruments used. The relationship between attitudes and achievement may not be linear, causing problems in the use of parametric statistical procedures. Khan (1969, 1970) reported that there seemed to be an age factor operating. Affective variables added to predictions of performance in Grade 9, but not in Grade 12.

Socioeconomic Status and Attitudes

Socioeconomic status (SES) and school attitudes have been related by several researchers. Neale and Proshek (1967) and Glick (1970) reported that children from schools located in upper SES neighborhoods held more positive attitudes than those in lower SES neighborhoods. Yee (1968) expressed the view that lower SES students may be more influenced by teachers than middle SES students. Teachers who held unfavorable attitudes toward students were likely to have students with unfavorable attitudes towards teachers and schools.

Student Characteristics and Attitudes

Gregersen and Travers (1968) reported that boys rejected teachers more frequently than did girls. Girls seemed to increase in number with negative attitudes toward teachers with age. This was not true of boys.

Conger (1977) pointed out that:

"*It is still typical in our culture for adolescent boys to be more highly motivated by needs for autonomy and independence than girls. Boys are usually more concerned with reducing dependence on parents, particularly the mothers (of whom female teachers may serve as symbols). They face more pressure, both within themselves and, ultimately, from society, "to get out on their own and prove themselves."*

Boys are reported to demonstrate greater impulsiveness and restless energy than do girls. This may cause trouble in an orderly, quiet, relatively autocratic school atmosphere. Boys have been rated unfavorably by teachers and receive lower grades than do girls until the post-high-school levels of education. Boys accounted for 3/4 of the referrals to reading clinics. More than 2/3 of the students held back in grade level for one or more years were reported to be boys.

Jackson (1968) reported that teachers could accurately identify satisfied girls and dissatisfied boys, but they could not identify dissatisfied girls and satisfied boys. This study calls into question any research using teachers as sources of labels related to student satisfaction.

Demos (1960) and Dunn (1968) pointed out that attitudes towards school tended to become less favorable with age or school experience. Coleman (1959) studied the attitudes of 8,156 high school students. He reported that his subjects seemed to be negatively oriented irrespective of differences in parental background, type of school, or type of community.

In their investigation of loss in positive attitude toward teacher and school, Flanders, Morrison, and Brode (1968) reported that intelligence, SES, and grade were not significant factors. There were greater shifts toward negative attitudes in students who thought success was beyond their control than when students thought success or failure was self-determined.

Teachers and Students' Attitudes

The importance of teachers in the academic progress and feelings about the school that students experience can hardly be over-rated. Conger (1977)

stated:

> "*Probably the single most important situational factor affecting the school adjustment and progress of the average student is the individual teacher-pupil relationship. The kinds of teachers an adolescent has will determine in great measure whether the school experience will foster overall development or simply increase difficulties and frustrations.*"

Conger pointed out that although teachers receive much criticism there is little evidence that the majority of teachers are in any way incompetent or ill-suited to classroom work. Other factors play a part in instances where teachers seem to be failing to meet the needs of students. Some of these factors are: overly large classes, heavy workloads, rigid curriculum and administrative regulations, poorly prepared or poorly motivated students, shortages of materials and a lack of agreement of the various constituencies served by the school as to proper goals of education.

Jersild (1963) reported that 500 students in Grades 7 to 12 were asked which qualities they liked best and liked least about teachers. Two categories which included characteristics such as kindness, warmth, and fairness included more positive responses than did the category pertaining to the teacher's performance as an instructor. Teachers who were perceived as hostile and dominating were disliked by the majority of students. It seems that students' attitudes about teachers centered around their interaction experiences with the teachers, not around the teachers' knowledge of the subjects taught.

Social relations between students, and between teacher and students, significantly effect the quality of the classroom climate which in turn influences cognitive and affective learning outcomes (Anderson, 1970; Brown, 1960; Buswell, 1953; Calvin Hoffman, and Harden, 1957; Johnson, 1958; Porterfield and Schliching, 1961). The nature of interactions and experiences in the classroom are important in determining learners' perceptions of school and school related persons and activities (Ehrlich, 1969; Finley, 1969). Withall (1949) reported more positive student reactions to teachers of student-centered classes than of teacher-centered classes. Group-centered classes

seem to promote higher levels of liking among group members than do leader-centered classes.

Size of Group and Attitudes

In a review of the literature on class size, McKeachie (1963) stated that class size is not generally related to cognitive learning. However, Getzels (1969) pointed out that in small classes there is greater opportunity for interpersonal interaction and individual participation which should facilitate a more favorable social climate than in large groups. It can be said that the literature favors small groups in self-contained classrooms with student-centered activities for the promotion of positive student attitudes.

According to Conger (1977) the size of the school affects the students' feelings of importance. Each student in a small school has a greater chance of participating in cooperative activities, testing his/her own abilities, and gaining confidence. Large schools can give a greater variety of activities and classes, but this does not mean that any individual has more opportunity to participate in school activities than in small schools. In fact, the variety presented in large schools does not seem to produce the feelings of responsibility observed in small schools. Perhaps, this is due to the inability of large schools to provide responsible jobs and a feeling of importance for more than a few of its students. Barker and Gump, as cited by Conger (1977), stated the problem in another way.

> *It takes a lot of bigness to get a little added variety. On the average, a 100 percent increase in size yielded only a 17 percent increase in variety. Since size increase, by itself pays relatively poor dividends, it might be well for educational planners to consider other maneuvers for increasing the richness of the small school's curriculum.*

Dropping-Out

Dropouts, differ significantly from non-dropouts in prior personal, social, and academic histories (Conger, 1977). Four times as many dropouts as non-dropouts have failed a class. Dropouts were reported to be more likely to have lower aspirations, have higher delinquency rates, come from lower SES, come from large families and broken homes, score lower on measures of self-esteem, and subsequent to dropping-out were less likely to be employed than non-dropouts. The act of dropping-out did not seem to aggravate their problems. In fact, in one area, self-esteem, the scores of dropouts improved after dropping-out.

Lerner and Spanier (1980) reviewed the literature on reasons for dropping-out. They stated that the reasons most often cited by adolescents were schoolwork and school authority. Non-academic reasons included: lack of intellectual stimulation at home, financial pressure and needing to go to work, desire for freedom, and getting married. Some adolescents stated that their parents had pressured them to leave school and join the work force. The authors felt that this was true only of a few adolescents.

One of the consequences of dropping-out is likely to be economic. Lower pay and jobs requiring less skill seem to be characteristics of employment of dropouts. Dropouts have been reported to have higher unemployment rates than do non-dropouts.

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